

Early Career Training Programme

Induction Tutor Programme
Guide

2026-2027

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Introduction

Welcome to the Teach First Early Career Training Programme (ECTP). We're delighted to be working with you and your school to ensure your Early Career Teachers (ECTs) have the best possible start to their teaching careers and your mentors are supported to carry out their vital role effectively. Your role as an induction tutor is central to this success, and this guide is designed to support you every step of the way.

The ECTP has been developed in collaboration with schools and sector experts and is underpinned by the latest educational research. It is designed to be both practical and impactful – supporting ECTs to build strong foundations in their teaching practice.

This programme guide will help you to:

- Understand your responsibilities as an induction tutor and how they align with statutory induction requirements.
- Support mentors and ECTs to engage fully with the Early Career Training Programme (ECTP).
- Gain a clear overview of the training structure, including modules, seminars, and self-directed study for both ECTs and mentors.
- Quality assure the delivery of the programme in your school.

You'll also find practical guidance to help you embed the programme effectively and ensure your ECTs receive the high quality support they are entitled to.

We're excited to work with you to deliver a programme that not only supports new teachers but also strengthens your school's professional learning culture.



About the Early Career Teacher Entitlement (ECTE)

The Early Career Teacher Entitlement (ECTE) is a 2-year entitlement that supports teachers at the start of their career.

It is at the heart of the DfE's teacher recruitment and retention strategy to transform the support teachers get when they first join the profession.

It has been developed in collaboration with schools and sector experts and is underpinned by the latest educational research. It is designed to be both practical and impactful – supporting ECTs to develop their professional skills and provide them with the knowledge and skills they need to meet the teachers' standards.

There are five main elements to their entitlement:

1. Access to an early career training programme.
2. Mentor support for ECTs.
3. A comprehensive training programme for mentors.
4. Time off timetable for ECTs and mentors.
5. Regular progress reviews and 2 formal assessments for ECTs against the teachers' standards.

DfE Funding

The ECTE is fully funded by the DfE. Schools receive funding to reduce an ECTs timetable in year 1 by 10% (additional to their PPA time), and 5% in year 2 (additional to their PPA time). This funding is also used to provide mentors with time to both work with their ECT and engage in their own training.

The funding schools receive is dependent on ECTs and mentors' engagement with the programme. Teach First will collect engagement data for ECTs and mentors, which will be shared with the DfE.

Full details around eligibility and funding for the ECTE can be found [here](#).



Working with Teach First

Teach First is an educational charity whose mission is to make the UK education system work for every child, especially those from disadvantaged backgrounds. We aim to end educational inequality by training great teachers and developing strong school leaders, ensuring that every child has the opportunity to fulfil their potential, regardless of where they grow up.

Teach First is an Ofsted outstanding Lead Provider of the Early Career Framework (ECF) since 2020, and the Early Career Framework (ECTP) since 2025. We are proud to be able to continue to offer ECTs and their mentors a high quality and impactful programme as a part of the ECF. By working with Teach First your school will benefit from:

- **Experience:** Teach First has over 20 years of experience helping training teachers and leaders.
- **School-led approach:** The programme is developed with schools, for schools.
- **Local delivery:** Programme delivered by local experienced teachers.
- **Expertise:** Evidence informed and research led training, supported by experts in education.
- **Flexibility:** Online learning resources that fit around teachers' timetables.
- **Subject/phase specific approach:** Subject and phase specific support for ECTs and mentors.
- **Workload and wellbeing:** ECT and mentor workload and wellbeing at the heart of the programmes design.
- **Additional support:** Access to optional modules related to school.

"This high-quality programme is specifically designed to fit in with Early Career Teachers reduced timetable in order that their workload is manageable. ECTs are provided with a variety of stimulus to support them in building a strong and rich knowledge base which can be embedded immediately in classroom practice. Regular seminars facilitated by experts provide ECTs with opportunities to reflect upon and discuss current teaching strategies in their phase and subject specific areas.

Independent learning, accessible online, extends ECTs thinking beyond the seminar; all materials are underpinned by credible research. These two components coupled with frequent mentoring interactions ensures all ECTs are receiving the best possible support as they embark on the most phenomenal career!"

**Emma Taylor – Deputy Director –
Teach School Hubs, Bright Futures.**

Roles and responsibilities

Thank you for taking on the role of ECTE induction tutor. We recognise the vital role you play in ensuring a successful induction experience for ECTs. A strong start, supported by a committed and knowledgeable senior colleague, is often key to developing excellent teachers and improving teacher retention. According to the Department for Education (DfE), the induction tutor has four core responsibilities:

- Lead and coordinate the delivery of the ECTE within your school.
- Inform the DfE of any changes related to the ECTE in your school.
- Review and assess each ECT's progress against the teachers' standards.
- Act as the main point of contact for all individuals involved in the ECTE.

You can find more detailed guidance on the DfE website: [Induction tutors: responsibilities for early career teacher entitlement](#).

To ensure the successful delivery of the ECTE, it's essential that everyone involved has a clear understanding of their role. This table provides a breakdown of the key responsibilities for induction tutors – building a level of detail onto the four core duties outlined by the DfE – as well as for mentors and ECTs. These responsibilities will be explored in greater detail later in this guide.

Role	Responsibility
Induction Tutor	The induction tutor will: <ul style="list-style-type: none">• Be a senior leader in school with responsibility for overseeing the effective implementation of the ECTE.• Make sure the programme complements statutory induction.• Make sure timetables allow for ECT and mentor engagement.• Maintain ECT and mentor engagement.• Select an appropriate mentor.• Follow the process for changing mentors.• Quality assure the programme.

Role	Responsibility
Mentor	The mentor will: <ul style="list-style-type: none">• Be an experienced teacher who is paired with the ECT to support them directly through the programme.• Attend the mentor Welcome Conference.• Monitor ECT engagement.• Arrange interactions with their ECT.• Select the highest leverage area of development as part of an instructional coaching cycle.• Complete mentor diagnostic to tailor ECTs curriculum.• Attend mentor training seminars.• Engage with mentor self-directed study materials.• Inform delivery partner and induction tutors if they cannot attend a seminar.

Role	Responsibility
ECT	The ECT will: <ul style="list-style-type: none"> • Attend the ECT Welcome Conferences. • Engage with Year 1 and Year 2 self-directed study. • Attend ECT training seminars. • Inform induction tutor or mentor if they cannot attend a seminar. • Attend and engage in all mentor interactions. • Participate in 'Engage with an expert' opportunities in Year 2.

If an ECT is unable to meet the engagement requirements, they may be withdrawn from our programme and your school will need to find an alternative route or method for them to meet the expectations of the programme.

Alongside the induction tutor, mentor and ECT, there are two further roles that you may interact with:

Delivery partners	Partners working with Teach First to deliver the Early Career Training Programme in your school. All delivery partners are highly experienced in training and supporting teachers, as well as leading local and national networks. Delivery partners are usually your Teaching School Hub (TSH) or Multi Academy Trust (MAT).
Seminar facilitators	Seminar facilitators are experienced practitioners who are experts in training teachers. Facilitators will be organised through delivery partners. The ECT and mentor seminars they deliver, will be live - either on-line or in-person. The seminar delivery details will be shared with you, your ECTs and mentors, by your delivery partner.



ECTE Induction tutor support

Induction materials

Your induction materials consist of two elements – a self-directed study video and a live training session which will be delivered by your delivery partner.

Self-directed video

This 30-minute video focuses on:

- Induction tutor support.
- ECT programme overviews, year 1 and year 2.
- Mentor programme overview.

Live Training

Your live training will be delivered by your delivery partner and will either be online or in person. This training covers:

- Induction tutor role and responsibilities.
- Induction tutor support.
- Registering your ECTs and mentors for training.
- ECTE programme and seminar dates.
- Mentor selection and support.
- Engagement and reporting.
- Reviewing and assessing progress – ECTs and mentors.

Support in-year

On My Teach First, you will find a section for induction tutors.

You will be able to access this via the ECTP mentor tab at the top of the page, and then by clicking into the Induction Tutor tile (you can see this in the screenshot below).

The screenshot displays the My Teach First website interface. At the top, there is a blue navigation bar with the Teach First logo and links for Home, Brightspace, and Diagnostic tool. On the right side of the bar, there are links for My settings, Contact us, and Log out. Below the navigation bar, the main heading "My Teach First" is visible. Underneath, there are two tabs: "ECTE Mentor" (which is highlighted with a yellow arrow) and "Early Career Teacher". Below the tabs, there are several tiles. The "Induction Tutor Resources" tile is highlighted with a yellow arrow and contains the text: "Key information to support induction tutors in understanding the programme, their responsibilities, and how to navigate the platform." Other tiles include "Brightspace Learning Platform", "Completing your diagnostic activity – guidance video for mentors", and "Programme Guides and Handbooks". At the bottom of the page, there is a URL "https://my.teachfirst.org.uk" and a "Share your feedback!" button.

Here you will find links to useful resources to support you to effectively carry out your role, including:

- Programme guides and handbooks – for yourself as induction tutor, your mentors and ECTs.
- Your induction resources, so you can go back and access as needed within year (self-directed induction video, and a catch-up recording of the live training).
- Helpful videos and guides, including:
 - navigating Brightspace
 - checking progress of your ECTs and ECMs within Brightspace using “audit users”
 - overview of the ECT and mentor diagnostic
 - technical requirement details (also included within this programme guide).
- A Frequently Asked Questions page which we will update throughout the year.
- Links to DfE support regarding their RECT service (registering ECTs and mentors).



Digital platforms

Before we look in detail at the programme structure, it is important to introduce you to two learning platforms that will be referenced frequently throughout this guide.

My Teach First

My Teach First is the online platform that both ECTs and mentors use to access their self-directed study materials. You, and your mentors and ECTs, will receive a welcome email, followed by a separate email containing your My Teach First login information.

If ECTs or mentors have not received your login details within seven days of their welcome email, or if they experience any technical issues, please get in touch via the 'Contact Us' button on My Teach First. Their query will be directed to colleagues in the Teach First Contact Centre, who will work to resolve any issues.

Brightspace

Brightspace is the learning platform that hosts all our online content. ECTs and mentors will be directed towards Brightspace when they access the My Teach First platform. You will also get your own access to Brightspace through My Teach First using the Brightspace Learning Platform link on your home page. This will allow you to see all the content your ECTs and mentors will have access to and to monitor engagement.

There is no self-directed study for induction tutors to complete.

Technical requirements

Schools and organisations must share key technical requirements outlined in Appendix D with their IT support team to ensure systems are configured correctly.

Please note that failure to do this may prevent users from accessing learning content or tracking their progress. Your delivery partners may also have additional system requirements.

Technical support

Please refer to Appendix D in the first instance, as these recommendations will, in most instances, address any technical issues. If you, your mentors or ECTs continue to have issues after checking these recommendations are all in place, [contact the Contact Centre](#).

ECT programme - Year 1

Year 1 at a glance

6 Modules (1 per half term)

- 1 How can you create an effective learning environment?
- 2 How do pupils learn?
- 3 What makes classroom practice effective?
- 4 How can you use assessment and feedback to greatest effect?
- 5 How can you support all pupils to succeed?
- 6 How can you design a coherent curriculum?

Time Commitment for ECTs

- **Welcome Conference:** 6 hours
- **Diagnostic:** 10 minutes per half term
- **Self-directed study:** 3 hours 45 minutes per half term
- **Seminars:** 2 x 1.5 hours seminars per half term
- **Mentoring weekly interactions:** 60 minutes weekly.

Optional Modules

AI Teaching Toolkit

Created in partnership with Amazon, this module is available to both ECTs and mentors to enrol themselves onto. It explores how AI, when used appropriately, can support teacher workload. The module provides guidance on using AI effectively and responsibly across all aspects of the role, from administration to planning and assessment.

If your mentor or your ECT are interested in enrolling onto this course, they can **simply click on the link to the course**, and select 'enrol in course'.

Excellent Teaching in Special Schools

This module combines practical strategies with insights from interviews with teachers and leaders in special schools. It supports ECTs working in special school contexts, as well as those in mainstream settings who work with pupils with complex SEND.

Year 1 ECT training overview

In year one, ECTs will begin by attending a full day Welcome Conference, designed to provide a comprehensive introduction to the programme. Here's what they'll learn about on the day:

Welcome Conference

Session	Title
1	The Teach First Early Career Training Programme
2	Developing your expertise
3	An introduction to instructional coaching
4	Using praise and consequences effectively*
5	Your wellbeing

**This session is also the first seminar of module 1.*

The Welcome Conference is in-person so ECTs will need to be released from their classroom duties to attend.

Module seminars

ECTs will attend two module seminars per half term. Below are the titles of the seminars for each module.

Module	Seminar 1	Seminar 2
Module 1: How can you create an effective learning environment?	Using praise and consequences effectively*	Holding high expectations of all pupils
Module 2: How do pupils learn?	Avoiding working memory overload	Building well-organised mental models
Module 3: What makes effective classroom practice?	Using examples and non-examples	Using questioning to extend and challenge thinking
Module 4: How can you use assessment and feedback to greatest effect?	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment
Module 5: How can you support all pupils to succeed?	Developing an inclusive classroom	Supporting pupils with a greater level of need
Module 6: How can you design a coherent curriculum?	Sequencing concepts, knowledge and skills	Developing reading and writing

**This seminar is delivered as part of the ECT Welcome Conference.*

It is important that ECTs engage fully with all aspects of their training.

They must demonstrate engagement with their training offer across the two years of the programme. As such, it is essential to proactively support ECTs in overcoming any challenges they may face in accessing or engaging with their training.

ECTs will be at risk of being withdrawn from the programme if they do not demonstrate sufficient engagement.

What does my ECT need to do each half term in Year 1?

Answer diagnostic questions for each module	At the beginning of each module, ECTs will answer a set of diagnostic questions that they will access through Brightspace. The diagnostic will help them to reflect on their current knowledge and understanding of the module content. This will take them approximately 10 minutes to complete.
Engage with 5 self-directed study units per half term	Each half term, ECTs will need to complete 3 hours, 45 min of self-directed study, at their own pace. This is broken down into five - 45-minute units. To evidence engagement and learning, it is essential that ECTs complete the 'knowledge check' at the end of each session. Mentors may wish to direct their ECT to complete their self-directed study as part of their weekly ECT time.
Attend module seminars	ECTs are expected to attend two seminars per half term. The specific delivery dates of these seminars will be determined by your delivery partner and may vary across the half term. There is no pre- or post-seminar work in Year 1. Your delivery partner will share attendance data with you to support your monitoring of each ECTs levels of engagement with their seminars. Attendance at seminars is logged via registers at the event. If ECTs cannot attend, they will be expected to watch a catch-up recording, which will be shared with them by your delivery partner.
Attend weekly mentor interactions	In Year 1, ECTs are expected to engage in weekly mentor interactions. These sessions are a vital part of the ECT's professional development and should be scheduled as a regular, protected time slot with their mentor.

The diagnostic activity – creating a tailored pathway for the self-directed materials on Brightspace

What is the diagnostic for?

ECTs are likely to have encountered a large amount of the knowledge and skills outlined in the modules during their initial teacher training. However, they may not have fully mastered or consistently applied these in their teaching practice yet.

The results of both the ECT and the mentor diagnostics will give an indication as to whether the ECT should engage with the 'core' materials or the 'summary and stretch' materials of each self-directed study session of the module.

The 'core' materials dive deeply into foundational knowledge and concepts covered in the module, while the 'summary and stretch' materials provide a concise overview of the core knowledge and challenge ECTs' critical thinking by applying their knowledge to challenging classroom scenarios.

ECT expectations

At the beginning of each module, ECTs will answer a set of diagnostic questions that they will access through Brightspace. The diagnostic will help them to reflect on their current knowledge and understanding of the module content.

Mentor expectations

Mentors will also complete a diagnostic activity at the beginning of each module, focusing on the ECT's current understanding and application of the content in their teaching practice. The mentor diagnostics are accessed via the mentor self-directed study area on Brightspace learning platform or via the tab on My Teach First.



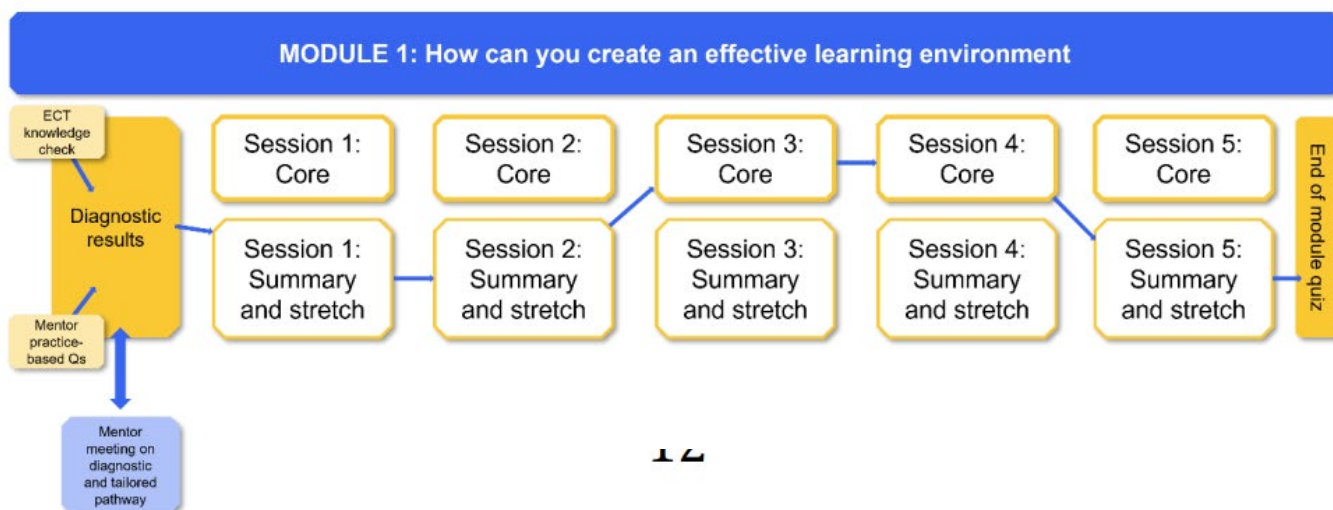
Creating the tailored pathway

At the first weekly mentor meeting of each module, the ECT and mentor will review their respective diagnostic results and jointly decide on the most appropriate pathway through the module – core or summary and stretch. This ensures the study is tailored to the ECT’s specific strengths and areas for growth. The ECT then opens their relevant pathway on Brightspace so they can access the content they need.

Rather than following a single pathway throughout the module, ECTs may engage with a mix of both pathways – diving deeper into some sessions while extending their thinking in others. The ECT always has access to both pathways, so they can review all the module materials as needed.

Whether the ECT accesses the ‘core’ or ‘summary and stretch’ materials for each session, each session is designed to take the ECT approximately 45 minutes – for a total of 3 hours and 45 minutes over the half term (5 sessions per Module / half-term).

A tailored learning pathway for Module 1 may look like this:



Mentoring interactions in Year 1

In their **Year 1 Mentor Handbook** mentors will find a detailed agenda that they can use to support them to run each weekly mentor interaction in Year 1.

The focus of mentor interactions

The focus of most of these mentor interactions will relate to what their ECT has been learning about in their self-directed study. In addition, in weeks 20 and 33, and for part of their initial mentor interaction, the focus will be on their ECT's wellbeing. While wellbeing should be addressed throughout the year, these dedicated sessions create space for more in-depth discussion.

Preparing for mentoring interactions

Before each interaction, the ECT will complete a self-directed session and apply their learning to a related task, which they will share with their mentor. This can be via the assignment tool on Brightspace, or via any method the mentor and ECT agree. This might include:

- A lesson plan.
- A set of questions for pupils.
- A quiz.
- A reflection on a recent teaching experience.

Mentors may review this in advance or explore it with their ECT at the start of the meeting.

At the top of each agenda in the Year 1 Mentor Handbook, mentors will find a YouTube link to a short video that provides further detail on their ECT's self-directed study for that week and the research that underpins it, along with key points to consider when preparing for their mentor interaction. Each video is between six to ten minutes in length.



ECT programme - Year 2

Year 2 at a glance

	Theme 1	Theme 2
Development Cycle 1	Developing pupil's intrinsic motivation	Anticipating and addressing common misconceptions
Development Cycle 2	Supporting pupils to develop subject-specific skills	Using structured talk to develop pupils' literacy
Development Cycle 3	Using meaningful and memorable explanations	Developing a coherent curriculum

Optional Modules

Leadership Series

These five optional modules are available to ECTs throughout their second year of the programme. They are designed to help ECTs explore pathways into leadership roles within a school, supporting those who feel ready to begin taking on additional responsibilities as they approach the end of the programme.

The titles of these modules are:

- Stepping up into Primary Subject Leadership
- The Role of Careers Leaders as a Leadership Progression Route
- An introduction to effective mentoring
- Implementing Research into your Classroom
- Preparing for Middle Leadership with an NPQ

Each module is between 60 and 100 minutes in length and is designed to be flexible, allowing ECTs to dip in and out as needed.

Time Commitment for ECTs

- **Welcome Conference:** 6 hours
- **Diagnostic:** 10 minutes per term
- **Self-directed study:** 50 minutes per term
- **Seminars:** 2 x 90 minute seminars per term
- **Engage with an expert:** 2 x 30 - 60 minutes per term
- **Mentoring interactions:** 60 minutes fortnightly

Year 2 ECT training overview

In Year 2 ECTs will begin by attending a full day Welcome Conference, designed to provide a comprehensive introduction to the second year of the programme. Here's what they'll learn about on the day:

Welcome Conference

Session	Title
1	An introduction to Year 2 of the ECTP
2	Maximising the Development Cycles
3	Sustainable workload
4	Networking for professional development
5	Inclusive Practice

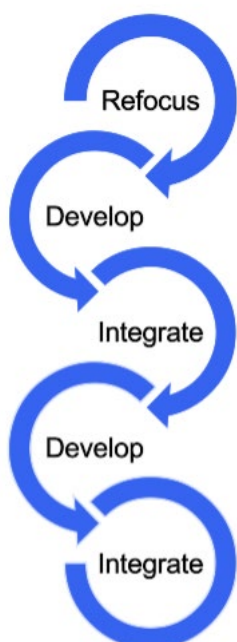
Development Cycles and seminars

ECTs will complete one Development Cycle each term. Each cycle can last up to 12 weeks, but this can be adjusted to fit the length of your school terms, so some cycles may be shorter.

The purpose of the Development Cycle is to help your ECT focus on **one or two key areas of their practice for development over the term**. The focus should be something that will make a real difference to their classroom practice and to pupil outcomes. The focus should be highly tailored to your ECT and their individual development needs.

To support mentors and ECTs to consider high leverage development areas, each Development Cycle starts with a diagnostic activity around the themes of the cycle. These themes have been selected as they are challenging aspects of the ITTECF to implement well, and your ECT may need more time to embed them confidently into their practice.

Development Cycle structure



The Development Cycle itself is split into 5 stages, and mentors will work through each of these with your ECT across the term. Both ECTs and mentors will learn more detail about the 5 stages of the Development Cycle during their Welcome Conference. Mentors can explore them in more detail in Unit 3: Supporting an ECT in Year 2 on Brightspace, which is part of their mentor self-directed training. This includes examples and modelled videos showing what different stages can look like in practice.

As Induction Tutors, you can learn more about the Development Cycles within your **Induction training materials and the self-directed video**.

Subject and phase specific seminars

ECTs will attend two 90-minute subject or phase-specific seminars each term. These sessions provide an opportunity to discuss, collaborate and network with other ECTs teaching the same subject or phase within the local area. They are delivered by an expert facilitator from your Delivery Partner.

For each seminar, there is a small amount of pre-work, which ECTs will be introduced to during their self-directed study.

Below are the seminar titles for each Development Cycle.

Development Cycle	Seminar 1	Seminar 2
1	Developing pupil's intrinsic motivation	Anticipating and addressing common misconceptions
2	Supporting pupils to develop subject-specific skills	Using structured talk to develop pupils' literacy
3	Using meaningful and memorable explanations	Developing a coherent curriculum



Year 2 ECT Engagement

It is important that ECTs engage fully with all aspects of their training.

They must demonstrate engagement with their training offer across the two years of the programme. As such, it is essential to proactively support ECTs in overcoming any challenges they may face in accessing or engaging with their training.

ECTs will be at risk of being withdrawn from the programme if they do not demonstrate sufficient engagement.

What does my ECT need to do each term in Year 2?

<p>Answer diagnostic questions for each Development Cycle</p>	<p>At the beginning of each Development Cycle, ECTs will answer a set of diagnostic questions that they will access through Brightspace. The diagnostic will help them to reflect on their current knowledge and understanding of the Development Cycle themes. This will take them approximately 10 minutes to complete.</p>
<p>Engage with 50 minutes of self-directed study per term</p>	<p>Each term, ECTs will need to complete 50 minutes of self-directed study, at their own pace. This is broken down into two 25-minute units. To evidence engagement and learning, it is essential that ECTs complete the 'knowledge check' at the end of each session.</p>
<p>Attend module seminars</p>	<p>ECTs are expected to attend two seminars per term. The specific delivery dates of these seminars will be determined by your Delivery Partner and may vary across the half term. There is pre-work for each seminar. Your delivery partner will share attendance data with you to support your knowledge and understanding of each ECTs levels of engage with their seminars.</p> <p>Attendance at seminars is logged via registers at the event. If ECTs cannot attend, they will be expected to watch a catch-up recording, which will be shared with them by your delivery partner.</p>
<p>Upload two 'Engage with an expert' observation or discussion proformas to Brightspace each term</p>	<p>During the two 'Develop' stages of the Development Cycle, ECTs should meet with an expert colleague for 30 -60 minutes who can give them some further support with their development area. This could take the form of an observation or a discussion. E.g. a short drop-in observation of a colleague, a discussion with the SENDCo, or with the Oracy or Inclusion Lead.</p>
<p>Attend fortnightly mentor interactions</p>	<p>In their second year, ECTs are expected to engage in fortnightly mentor interactions. These sessions are a vital part of the ECT's professional development and should be scheduled as a regular, protected time slot with their mentor.</p>

Mentoring interactions in Year 2

In their **Year 2 Mentor Handbook** mentors will find a detailed agenda that they can use to support them to run each mentor interaction in Year 2.

The focus of mentor interactions

There are **six mentor interactions** within each Development Cycle. Each one has a different focus, depending on where they fall within each stage of the cycle. Typically, they will have three interactions per half term, depending on the length of the term.

The **Year 2 Mentor Handbook** provides a clear agenda for each interaction, along with prompts and suggested questions to help guide the discussion between mentor and ECT.

Preparing for mentor interactions

It is important that mentors keep track of where they and their ECT are within the Development Cycle so they can prepare for each interaction effectively. Ahead of mentor interactions 4 and 6, mentors will need to arrange a short drop-in observation of their ECT (approximately once per half term). This will enable them to give focused feedback on how ECTs are applying their learning in their chosen development area.

The Year 2 Mentor Handbook provides detailed agendas to support each interaction. At the start of each Development Cycle, it also includes a short overview video (approximately 6 minutes) to help mentors understand the focus of the cycle and how best to prepare.

Induction Tutor and the diagnostic activity

Only ECTs and mentors complete the diagnostic activity at the start of each module.

Induction Tutors can access both ECT and mentor responses on Brightspace by use of the “audit users” function. Please see the Induction Tutor page on My Teach First for a guidance video on how to do this.

Mentor selection

The role of the mentor is crucial in supporting the successful development of the ECT. At Teach First we believe that the mentor's ability to be effective is shaped by two factors:

- 1. Being an effective teacher in the classroom themselves**
- 2. Understanding how to best mentor a novice teacher**

As the induction tutor, you may be responsible for selecting a suitable mentor for each ECT. The following criteria are designed to support you in making that decision.

Mentors should:

- Hold qualified teacher status.
- Be an excellent teacher of the subject/phase in which they are mentoring ECT(s).
- Have a solid understanding of the statutory standards and requirements for the ECT induction. This document will support their understanding: [Induction for early career teachers – gov.uk](#).
- Be interested in developing as a mentor in the subject or phase within which they are supporting the ECT.
- Understand the requirements to participate in mentor induction and continuing professional development.
- Support Teach First's approach to teacher development.
- Have professional characteristics and competencies that align with the [National Standards for School-Based Initial Teacher Training \(ITT\) Mentors, July 2016](#).

We strongly encourage maintaining the same mentor for your ECT throughout the year as a consistent and supportive mentoring relationship can significantly enhance professional development. However, we understand that changes may be necessary – whether in the best interest of the ECT or due to unforeseen circumstances.

If a change of mentor is required, please contact your delivery partner with a clear explanation of the reason for the change and details of the proposed new mentor. They will ensure the new mentor receives the appropriate catch-up materials and that Teach First's records are updated accordingly.

Mentor training programme

To ensure mentors are well prepared for the role, they will receive training and ongoing support to develop their expertise in the ECTP and strengthen their core mentoring skills, enabling them to be effective mentors to novice teachers.

Mentor welcome conference

Mentors will begin by attending a full-day welcome conference, designed to provide a comprehensive introduction to the programme.

This is an in-person aspect of the programme so mentors will need to be released so that they can attend.

Session	Length	Title
1	75 minutes	The Teach First Early Career Training Programme
2	30 minutes	Using the diagnostic tool to support ECTs' development
3	65 minutes	Instructional Coaching
4	55 minutes	Deliberate practice
5	55 minutes	Workload and wellbeing
6	60 minutes	Building support networks

Mentor training programme – live training events

Mentors also have live training events throughout the year, either in-person, online or a combination of both. These are facilitated by an expert from your local delivery partner. All seminars are 90 minutes.

Your delivery partner will share attendance data with you to support your monitoring of each mentor's level of engagement with their seminars.

Attendance at seminars is logged via registers at the event. If mentors cannot attend, they will be expected to watch a catch-up recording, which will be shared with them by your delivery partner.

Live Events	Welcome conference (full day)
	Seminar 1: Moving from novice to expert (90 minutes)
	Seminar 2: Expert instructional coaching and deliberate practice (90 minutes)
	Seminar 3: Developing inclusive educator (90 minutes)
	Seminar 4: Balancing support and challenge (90 minutes)
	Seminar 5: Developing resilience (90 minutes)

The mentor live events provide a valuable opportunity to engage in discussion, collaborate, and share experiences with other mentors from their local area or region. They are designed to support professional dialogue, strengthen practice, and help mentors build a supportive network of fellow mentors.

The dates of these events will be shared by your delivery partner. Please support mentor engagement with the live events by ensuring mentors’ timetabling allows them to attend.

It is important that mentors attend these events this and are expected to inform you, and their delivery partner, should they not be able to attend. If this is the case, they will be expected to catch up with any missed live content through a catch-up recording shared with them by your delivery partner.

Mentor Training Programme - self-directed study

Alongside participating in live events, mentors will also engage in self-directed study that can be completed at a time that suits them. This flexible approach allows mentors to work through the material at their own pace and revisit content as needed.

All self-directed training is accessed through the Brightspace online learning platform.

Self-directed study (Brightspace)	Diagnostics (60 mins across the year)
	At the start of each half term (for mentors with Year 1 ECTs) and at the start of each term (for mentors with Year 2 ECTs), mentors are required to answer six diagnostic questions. These questions focus on their ECT’s ability to apply learning from the curriculum in their day-to-day practice.
	The outcomes of these diagnostics will allow mentors and ECTs to decide on the correct focus areas for development for the upcoming half term/term. Each diagnostic will take no more than 10 minutes to complete.
	Putting Research into Practice (5 x 50 minutes)
	The <i>Putting Research into Practice</i> unit is organised into eight sections, each aligned with one of the eight areas of the ITTECF - the framework that underpins the ECTP curriculum.
	Each section explores the key research presented to ECTs within their curriculum and highlights important considerations for mentors when supporting their ECTs development in that area of practice. In addition, every section includes a 15-minute podcast featuring two instructional coaches, who discuss how they have supported ECTs through deliberate practice linked to that aspect of the framework.
The Development Cycle (45 minutes)	
Located within the <i>Supporting an ECT in Year 2</i> unit, this 45-minute section can be accessed either at the start of the year (if mentors are working with an ECT2 from the outset) or towards the end of the year, as ECTs transitions into Year 2.	
This training provides a detailed look at each stage of the Development Cycle, including key curriculum content and the themes of each cycle. They also include modelled video examples demonstrating different aspects of mentor-ECT interactions.	

Engagement with training

It is important that mentors engage fully with all aspects of their training – live and self-directed. Induction tutors play a key role in monitoring this engagement and providing support to ensure mentors can participate effectively, not only to help them become effective mentors for their ECTs, but also to ensure eligibility for DfE funding.

To maintain eligibility for this funding, mentors must demonstrate a minimum of 75% engagement across the academic year, and across at least two terms. As such, it is essential to proactively support mentors in overcoming any challenges they may face in accessing or engaging with their training.

Time commitment for mentors

Time Commitment for mentors

- **Welcome conference:** 6 hours
- **Diagnostic:** 60 minutes
- **Self-directed study:** 50 minutes per half term (across half term 2 through to 6)
- **Seminars:** 5 x 90 minutes
- **Mentoring interactions:** 60 minutes weekly (Year 1), 60 minutes fortnightly (Year 2)

Induction Tutor and the diagnostic activity

Only ECTs and mentors complete the diagnostic activity at the start of each module.

Induction Tutors can access both ECT and mentor responses on Brightspace by use of the “audit users” function. Please see the Induction Tutor page on My Teach First for a guidance video on how to do this.

Mentor responsibilities

For novice teachers, identifying and articulating what makes teaching effective can be challenging. The mentor's role is to use their expertise to make effective practice visible and accessible. By reflecting on their own teaching, narrating their decision-making, modelling key strategies, and highlighting high leverage actions, mentors play a crucial role in supporting their ECT's development.

The following section offers a more detailed explanation of several key mentor responsibilities.

Monitor ECT engagement with self-study materials

Alongside the induction tutor, mentors are responsible for monitoring their ECT's completion of weekly self-directed study on Brightspace.

If there are any concerns regarding an ECT's engagement, attendance, or progress, mentors must inform the induction tutor promptly. We would suggest that as an induction tutor, you have regular touch points with your mentors to discuss the progress of your ECTs.

Arrange weekly interactions

Mentors should prioritise time each week with a year 1 ECT, and fortnightly with a year 2 ECT, to facilitate a mentoring interaction with their ECT. They are responsible for ensuring these interactions take place consistently and are informed by the relevant module content.

Mentors are expected to:

- Use the agendas provided in the Mentor Handbook to structure their interactions.
- Follow the instructional coaching feedback model, as applicable, during each interaction.
- Watch the weekly overview videos in preparation for the interaction, to stay informed about the ECT's self-directed study and curriculum.

Complete the mentor diagnostic activity

As outlined earlier in this programme guide, mentors play an active role in tailoring their ECT's pathway through the module content. To support this, mentors are required to complete a short diagnostic activity by answering questions about their ECT's application of module or Development Cycle focused knowledge and skills in the classroom. Each of these diagnostic activities should take approximately ten minutes to complete.

The outcomes of the diagnostic activity should then be brought to the first interaction of the module or Development Cycle. Then, during that meeting, the mentor and ECT will use the results of both the ECT's diagnostic and the mentor diagnostic, to discuss and agree on a tailored learning pathway for the module (with a Year 1 ECT), or agree a focus for that Development Cycle (with a Year 2 ECT).

Mentor eligibility

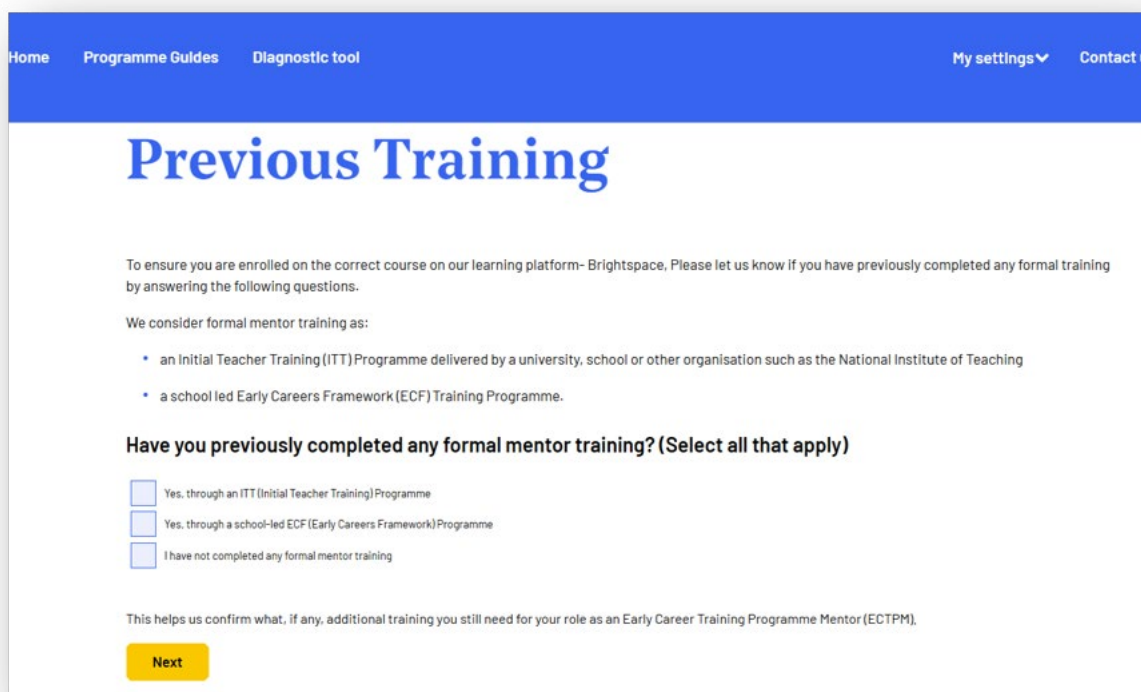
Have your mentors completed some formal mentor training before?

From September 2025, the DfE introduced a new aspect to ECTP mentor training: mentors who have previously undertaken formal ITT mentor training or have undertaken training via an ECF schooled route, are eligible for a reduction in their training hours.

This change recognises the significant time these mentors have already invested in their professional development and the valuable experience they bring to their mentoring role on the ECTP.

Mentor eligibility question – My Teach First

Therefore it is important that, if prompted, mentors tell us about this previous formal mentor training by answering the question shown below, which will appear when some mentors first login to My Teach First.



The screenshot shows a web interface with a blue header containing navigation links: Home, Programme Guides, Diagnostic tool, My settings, and Contact us. The main content area is titled 'Previous Training' in large blue font. Below the title, there is a paragraph explaining the purpose of the question: 'To ensure you are enrolled on the correct course on our learning platform- Brightspace. Please let us know if you have previously completed any formal training by answering the following questions.' This is followed by a definition of formal mentor training: 'We consider formal mentor training as:' with two bullet points: 'an Initial Teacher Training (ITT) Programme delivered by a university, school or other organisation such as the National Institute of Teaching' and 'a school led Early Careers Framework (ECF) Training Programme.' The question is 'Have you previously completed any formal mentor training? (Select all that apply)'. There are three checkboxes: 'Yes, through an ITT (Initial Teacher Training) Programme', 'Yes, through a school-led ECF (Early Careers Framework) Programme', and 'I have not completed any formal mentor training'. At the bottom, a note states 'This helps us confirm what, if any, additional training you still need for your role as an Early Career Training Programme Mentor (ECTPM)' and a yellow 'Next' button is visible.

Their answer to this question will determine which version of the mentor training they are enrolled on. If their previous formal mentor training meets the required DfE criteria, they may be eligible for a **reduced programme**. This means they would not need to complete all components of the mentor training programme in order to be recognised as a fully trained ECTP mentor, but they are still fully funded.

Programme reduction and Mentor Training Needs Analysis

If prior mentor training means the mentor is eligible for the reduced training programme, they are still required to engage in the following mandatory elements of the mentor training programme:

- Attend the Welcome Conference
- Complete the year 1 and/or year 2 diagnostics throughout the year (depending on whether they have a year 1 or year 2 ECT)
- Self-directed study on Brightspace - select and complete a minimum of three sections from the Putting Research into Practice unit (it is recommended that mentors complete one section per term)
- Attend seminars based on the outcome of the mentor training needs analysis (see below for further details).

If mentors' prior training meets the criteria, they will be enrolled onto a version of Brightspace that contains the **Mentor Training Needs Analysis**. Completing this analysis will identify any remaining areas for development, which can then be addressed by attending relevant seminars within the programme. Mentors should share this information with you, so you can ensure they are released to attend any relevant seminars.

Please note, while these mentors may be entitled to a reduced number of hours training, they are still fully funded, so are expected to attend seminars where we recommend they do so.

Induction tutor role

As an induction tutor, you do not need to determine eligibility or manage this process.

We would ask that you ensure your mentors, if prompted, answer the question on My Teach First, and then go on and complete the "Mentor Training Needs Analysis" on Brightspace should they be required to do so.

For eligible mentors, following the completion of the Mentor Training Needs Analysis, they will be provided with a set of recommendations which will set out which seminars they should attend (either recommended or optional). Mentors are advised to share these recommendations with their induction tutor, but you may need to ask for them. You will also need to ensure mentors know when their recommended seminars are taking place and facilitate their ability to attend.

Instructional coaching – what it is and why we use it

As part of the ECTE, mentors will use a specific feedback model grounded in the principles of instructional coaching. This model underpins the structure of the programme and is central to how mentors support their ECT's development.

During their Welcome Conference, mentors will receive training on how to deliver this model effectively. High-impact feedback goes beyond identifying strengths and areas for development – it creates a space for ECTs to plan, rehearse, and refine specific actions that can be immediately applied to their classroom practice.

Why instructional coaching?

Instructional coaching is a well-evidenced approach used to develop expertise across a range of domains – including sport, music, and teaching – and is effective for novices, intermediates, and experts alike. Research shows that instructional coaching has a greater impact on pupil outcomes than many other forms of professional development.

Unlike traditional lesson observations, which can be broad and lack actionable guidance, instructional coaching focuses on:

- Precise, high-leverage actions identified by the mentor.
- Directed, specific feedback rather than open-ended questioning.
- Mentor-led interactions, where the mentor adopts the role of expert and guides the ECT through modelling and rehearsal.

This approach contrasts with traditional coaching models, which often rely on reflective questioning led by the teacher. Instead, instructional coaching is mentor-directed, ensuring clarity, focus, and practical next steps.

The feedback model

The feedback model that the mentor should follow is shown below. There is also a script that may act as a stimulus when feeding back using the model found in the appendices of this programme guide (and in Mentor Handbooks).



In Year 1, mentors and ECTs should spend the majority of their time during the interaction in the final three stages of the model.

Setting precise action steps

One of the more challenging aspects of the feedback cycle is selecting and articulating the right precise action step – one that is both high leverage and aligned with the principles of deliberate practice.

With a Year 1 ECT, during the ‘probe’ stage of the feedback model, mentors guide their ECT toward a specific area for development. From there, the mentor and ECT work together to identify one to three small, clear and actionable steps that will have the greatest impact on classroom practice. These steps should focus on the **how**, not just the **what**, and be specific enough to allow for rehearsal and immediate application.

With a Year 2 ECT the instructional coaching process will happen within the develop stage of the development cycle. Here, ECTs and mentors will draw out learning insights from the observation or discussion, and then work together, also using learning from the expert colleague, to set new or further refine their action step(s). They’ll also engage in deliberate practice to prepare the ECT to integrate they action steps into their classroom.

Mentor training – particularly through the seminars – places strong emphasis on how to set these action steps effectively. While worked examples of precise action steps are not included in the main body of this guide, they can be found in the appendices for reference and support.

As part of their quality assurance role, induction tutors should actively review how mentors are using the feedback model, with particular attention to the clarity, relevance, and precision of the action steps being set. This ensures that feedback remains high impact and aligned with the intended coaching approach.

Responding to ECTs’ highest leverage areas for development

The inclusion of the diagnostic activity for both year 1 and year 2 ECTs, and the tailored, self-directed learning pathways for year 1 ECTs, are designed to ensure that each ECT receives support that is responsive to their individual development needs.

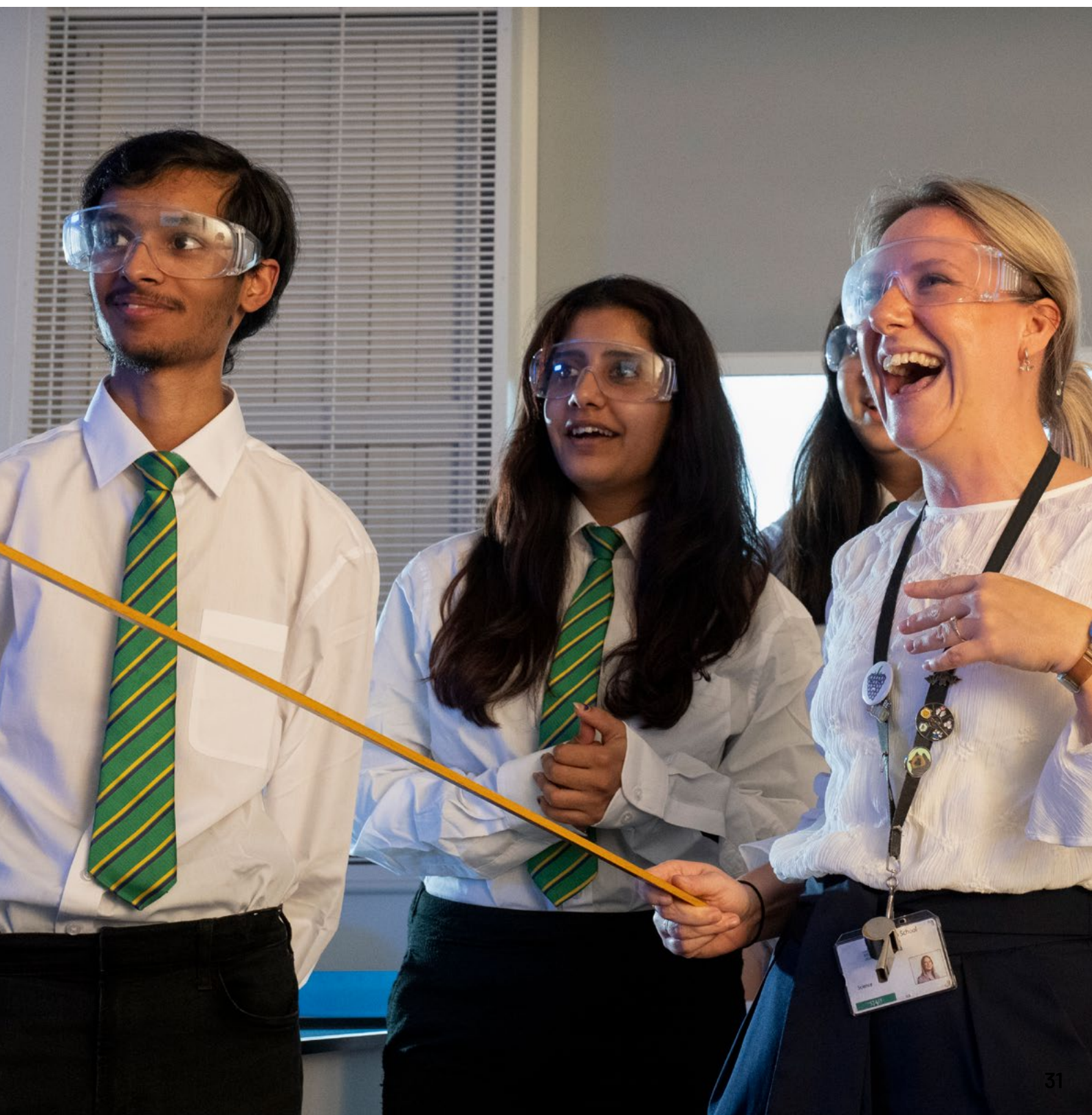
Each module and development cycle in the programme has been carefully sequenced to build on prior learning, helping ECTs to secure and deepen their understanding over time. Key concepts are revisited throughout the programme – such as metacognition and effective classroom practice – to support long-term retention and meaningful application in the classroom.

We strongly recommend following the designed sequence to ensure ECTs benefit from the cumulative structure of the programme. However, we recognise that there may be occasions where an ECT requires targeted support in an area not yet covered in the current module. In line with the principles of instructional coaching, mentors are encouraged to identify the highest-leverage area for development – the one change that will have the greatest impact on the ECT’s practice. If this area falls outside the current module, it may be appropriate to adapt the sequence and draw on content from a different module to address that need.

If mentors and ECTs choose to adapt the sequence and access content from other modules, it is important to be aware of the following:

- Be mindful that this may affect the alignment between the ECT's self-directed study and their mentor interactions.
- Consider the implications for seminar attendance and content, particularly if multiple ECTs in your school are working through different modules or development cycles.
- Ensure that any adaptations are purposeful, clearly linked to the ECT's development goals, and supported by the mentor's instructional coaching approach.

Ultimately, the goal is to ensure that ECTs receive the right support at the right time – whether that means following the planned sequence or flexing it to meet an immediate need identified through coaching.



Supporting ECTs through an effective induction

This section takes a closer look at the key responsibilities of induction tutors related to monitoring, reporting, and assessing the progress of ECTs. These duties are essential to ensuring a rigorous and supportive induction process, aligned with statutory requirements and professional standards.

Complement statutory induction

The ECTP is designed to be an integral part of statutory induction, not an additional or standalone training offer. As an induction tutor, it's important to ensure that the ECTP is fully embedded within your school's induction arrangements, supporting ECTs through structured, high quality training and development.

The appropriate body holds the primary responsibility for quality assurance throughout the induction process. This includes confirming that headteachers or principals have established a comprehensive induction programme.

While the ECTP complements statutory induction, it does not replace it. The Teach First ECTP provides the training and resources your ECTs will follow, forming a core part of their professional development during the induction period.

Ensure timetable enable engagement

As the induction tutor, you play a key role in ensuring that both the ECT and their mentor have the time and structure needed to fully engage with their training and the programme. Effective timetabling is essential to enable meaningful participation in all aspects of the programme and to support the professional development of both parties.

When planning timetables, please ensure that the following time allocations are built in:

For year 1 ECTs – each half term Attendance at the Welcome Conference Attendance at two seminars per half term 3 hours and 45 minutes self-directed study per half term Weekly meeting with their mentor	For year 2 ECTs – each term 2 x 45 minutes self-study and pre-work sessions 2 x 90-minute subject-specific seminars 2 x 1 hour 'Engage with an expert' 6 x 1 hour mentor meetings
For mentors Attendance at the Welcome Conference Attendance at five seminars across the year Self-directed study on Brightspace Weekly meeting with a year 1 ECT or a fortnightly meeting with a year 2 ECT Ongoing monitoring of the ECT's engagement with the self-directed study One seminar per half term (from Autumn 2)	

By securing this protected time, you help create the conditions for a successful induction experience, ensuring that ECTs and mentors can make the most of the ECTP's high quality training and support.

Register your ECTs and mentors

Please note the DfE service for registering ECTs and mentors (RECT) has been updated for the 2026 academic year. We recommend that you use the link below to access supporting resources and videos which detail the changes.

As part of your responsibilities, you must ensure that all ECTs and their mentors are registered with both:

1. **The Department for Education (DfE)** – to access the Early Career Teachers Programme (ECTP) and ensure entitlement to funded training and support.
2. **An Appropriate Body** – to oversee statutory induction, provide quality assurance, and carry out formal assessment requirements.

Registration with the DfE should be completed via the DfE's online service. This ensures that ECTs are correctly enrolled on the ECTP and that mentors are linked to their ECTs within the system.

For full guidance on how to set up and manage the ECT entitlement, including registration steps, please refer to the official DfE guidance here: register-early-career-teachers.education.gov.uk

Please ensure this process is completed promptly at the start of induction to avoid delays in programme access or statutory compliance.

Conduct professional progress reviews

To ensure the statutory induction requirements are met alongside the ECTP, time must be allocated for you as the induction tutor to carry out progress reviews as required by your appropriate body. For example, depending on your appropriate body, this may involve a 30-minute professional progress review each term where a formal assessment is not scheduled.

As the induction tutor, you are responsible for meeting with the ECT to review their progress against the Teachers' Standards, in line with the latest guidance from the Department for Education (DfE) and your school's appropriate body.

According to the DfE's updated guidance (April 2025), professional progress reviews should be:

- Informed by existing evidence of the ECT's teaching practice; ECTs are not required to produce new evidence specifically for the review, but should share relevant materials already gathered, as agreed with you.
- Developmental, not evaluative; these reviews are not formal assessments, but should be detailed enough to ensure there are no surprises at formal assessment points.
- Documented; a written summary of each review must be retained and shared with the ECT. This should clearly state whether the ECT is on track to successfully complete induction.
- Communicated; if you are not the headteacher, you must update them on the ECT's progress following each review.
- Reported; you must inform both the ECT and the appropriate body of the outcome. If the ECT is not on track, you are required to outline the support plan you have put in place to help them improve.

These reviews are a vital part of your role in ensuring that ECTs receive timely, constructive feedback and that any concerns are addressed early and effectively. For full guidance, refer to the DfE's official document: [Induction for early career teachers \(England\) – GOV.UK](#).

Formal assessments

In addition to termly progress reviews, time is allocated for the induction tutor to carry out a formal assessment at the end of each year of the ECT's induction. These assessments are a statutory requirement and must be conducted in line with guidance from your school's appropriate body and the Department for Education (DfE).

According to the DfE's Induction for early career teachers guidance (April 2025), the following expectations apply:

- Formal assessments must be carried out by the headteacher/principal or the induction tutor. Mentors should not conduct formal assessments unless they are also acting as the induction tutor.
- One formal assessment should take place in the final term of year 1 and year 2 of induction.
- ECTs are not required to produce new evidence for the assessment. Judgements should be based on existing evidence from their teaching practice and engagement with the induction programme.
- Judgements must be made against the Teachers' Standards, not the ECTP or Early Career Framework (ECF).
- ECTs should be kept informed of their progress throughout the induction period.
- A formal assessment report must be completed following each assessment.
- The final assessment will inform the headteacher's/principal's recommendation to the appropriate body on whether the ECT has met the Teachers' Standards satisfactorily, whether their performance is unsatisfactory, or whether an extension to the induction period should be considered.
- Once completed, the assessment report should be signed by the ECT, the induction tutor, and the headteacher/principal. The ECT should retain the original, and a copy must be sent to the appropriate body – within ten working days of the final assessment meeting.

Quality assure the programme

As an induction tutor, you are encouraged to carry out quality assurance activities throughout the year to ensure the ECTP is being delivered effectively and consistently.

These activities should align with your school's wider quality assurance processes and may include:

- Observing mentor and ECT meetings
- Conducting joint lesson observations with the mentor
- Reviewing attendance and engagement data provided by your delivery partner, which includes ECT and mentor progress through self-directed content and attendance at training seminars.

Teach First will also carry out its own quality assurance of ECT and mentor seminar facilitation to support programme consistency and impact.

In addition, all programme members – including ECTs, mentors, and induction tutors – are expected to adhere to the Teach First Programme Member Code of Conduct. This can be found in Appendix C and should be read in full by all involved.

Appendix A: Feedback model

PHASE	PURPOSE	POSSIBLE SCRIPT
Praise strengths	Highlight key areas of strength <ul style="list-style-type: none"> • Explain what went well • Be precise • Backed up by evidence • Reference progress towards previous week's actions 	'Thank you for allowing me to observe your lesson today.' 'One thing I thought was effective about your practice was...' 'One real strength in the lesson I saw was...' 'This evidenced when you...' 'A great example of this from the lesson was when you/pupils/...' 'Your previous area for development was... I saw progress towards this when...'
Probe areas for development	Guide the trainee to reflect on their areas of development through a series of precise and direct questions <ul style="list-style-type: none"> • Plan questions in advance • Use precise questions • Use data and evidence • Don't labour it – explain and tell if necessary • Summarise specific areas for their development based on your probing of them 	'I'd like to explore with you some areas of development in your practice.' 'When the pupils were on the carpet, what was the learning point you wanted the pupils to grasp?' 'How do you know what the pupils had learned from the reading activity?' 'What did you expect the behaviour to be like when pupils left the classroom/what did you want the behaviour to be?' 'Why did you choose that specific task / what did you want the pupils to achieve / how would you know they had been successful?' 'What evidence do you have to show the lesson outcomes were met?' 'We're now going to choose the area for development which will have the most impact on your practice. There were examples in the lesson when students did not fully understand teacher instruction in independent tasks (for example in the carpet task and the independent writing).'
Set precise actions	Identify the highest- leverage area(s) of development to address and set precise action step(s) linked to this. <ul style="list-style-type: none"> • Find highest-leverage area/s • Choose one to three key areas • Make sure they are actionable • Be precise not generic • Give a 'how' not just a 'what' 	'We're now going to focus on setting actions for the area of development which we will then plan and practise.' 'To address this development area, your actions are...' Give clear precise instructions using 'what to do', with as few words as possible. Script a basic 'I do' using 'name the steps' as a core part of the lesson before each task.

Appendix B: Setting precise action steps

For this model of feedback, the mentor will have spent time thinking about the precise action step or steps they want to set based on the teacher's area for development. The 'probe' section of the model should be used to guide the teacher to a precise area for development. It is then the role of the mentor along with the mentee to choose the highest-leverage action step(s) to plan and practise in the later stages of the model. By 'high leverage' we mean the one to three action(s) that would have the most impact on the teacher's practice. What should be noted here is that there may be several areas for development and, therefore, many action steps which could be set.

It is the role of the mentor and, where relevant, the mentee to isolate the most crucial area for development and then pick out the highest-leverage action(s) to address this area for development. Mentors should focus on actions which are clear and specific; an action that gives the 'how' and not just the 'what'. The key is to make these action steps small, precise and explicit.

Worked examples of precise actions steps are set out in the table below:

“Even the most motivated and intelligent student will advance more quickly under the tutelage of someone who knows the best order in which to learn things, who understands and can demonstrate the proper way to perform various skills, who can provide useful feedback, and who can devise practice activities designed to overcome particular weaknesses.”

(Ericsson & Pool, 2016)

Area for development	Ineffective step example	Effective step example
Pupils are not all complying after being asked to do something, especially at transitions.	Improve behaviour at transition: “The classroom is left tidy at the end of the lesson.”	Create the illusion of speed by using a visible or the classroom clock to motivate pupil focus during and between tasks. Eg “You’ve got two minutes to finish your sentence – keep your eyes on the clock.” Establish a smooth exit by planning and practising a clear routine: give specific, step-by-step directions using ‘what to do’ language and repeat until it becomes automatic. Eg “When I say go: close your books, stand behind your chairs, and wait silently.”
At the end of the lesson pupils do not tidy away properly, meaning that the next class come into a chaotic environment.	“The classroom is left tidy at the end of the lesson”	Embed a consistent exit routine by teaching step-by-step instructions using ‘what to do’ language, and practising until it becomes automatic. Eg “When I say go: close your books, push I your chairs, and line up silently.”

A key area for development could be that pupils are not all complying after being asked to do something, especially at transitions. This would be identified in the 'probe' section of the model. It is now the role of the mentor to choose the action step or steps which may address this.

An example of an ineffective action step may be:

'improve behaviour at transitions';

This is neither helpful nor impactful as it does not clearly specify exactly 'what' to do and 'how' to do it. A better example would be:

'create the illusion of speed using the clock to support pupil engagement during and between activities'.

This gives the teacher a clear directive of 'what' to do specifically and more importantly, the actual technique to use.

Another example of an area for development may be that at the end of the lesson pupils do not tidy away properly, meaning that the next class comes into a chaotic environment. Rather than setting an action for the teacher to simply make sure the classroom is left tidy at the end of the lesson, a better action would be for the teacher to plan and practise a roll out of an exit routine using 'from procedure to routine' and 'what to do' giving clear, precise directions. The mentor would then follow the 'plan' section of the feedback model as detailed in the table above; looking to a future lesson, scripting and modelling and setting a success criteria ahead of the practise section. In the practise section, the trainee would practise the plan and receive feedback from the mentor before redoing the practise, making the suggested changes.

Further details can be found in the Mentor Programme Guide.

Appendix C: Programme member code of conduct

Teach First programmes are designed for you to learn, progress and gain knowledge and insight so that you can excel professionally and make a difference in your school. To enable learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This code of conduct sets out the expectations that we have of our programme members on all Teach First programmes. By taking up your place on a Teach First programme, you are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which we consider to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First's right, in our sole discretion, to remove you from the programme.

GENERAL CONDUCT

- Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.
- Do not engage in the bullying or harassment of others.
- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events or in event chat functions if online.

UNDERSTANDING

- Recognise the diversity of the Teach First community.
- Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
- Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.

OPENNESS

- Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.

PROFESSIONALISM

- Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
- Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (for example, a school).
- Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre work will be made clear to you via My Teach First, including the dates for completion.
- Respond in a timely manner to any communications, requests, or instructions from Teach First and delivery partner staff.

ONLINE ENGAGEMENT

- Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focused on the outcomes of the programmatic content.

- Do not share any Zoom links or other joining instructions on any public platform, or with anyone who is not authorised to attend the event.
- Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
- If uploading videos, ensure that there is no one else in the background, especially children.
- Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
- Ensure that, where possible, you have turned off or silenced your mobile phone to avoid distracting others.
- Ensure that, where possible, you have joined a live session from a suitable location (not a noisy or public place, for example) to avoid distracting others.
- If sharing screens, ensure that you only share the material relevant to the programme.
- Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.

SOCIAL MEDIA

- Use social media in a responsible and respectful manner - whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
- Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
- Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

REPORTING UNACCEPTABLE BEHAVIOUR

If you are being subject to or notice that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

1. If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
2. If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
 - Share it directly with your Teach First support role, if you have one.
 - Report it using the '**contact us**' function on My Teach First to send an email to the Teach First contact centre.
 - Send an email to teachfirstwelfare@teachfirst.org.uk which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
 - Report it directly to any other Teach First contact.

We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.

CHILD SAFEGUARDING CONCERNS

You should report any child safeguarding incidents in line with your school's child safeguarding policy. Where you are not yet employed by a school, please report any concern to your Teach First support role.

Appendix D: Technical requirements for Teach First schools and organisations

INTRODUCTION

Important: Schools and organisations must share these requirements with their IT support team to ensure systems are configured correctly. Failure to do this may prevent users from accessing learning content or tracking their progress.

Delivery Partners may also have additional system requirements.

ACCESS OVERVIEW

Programme members and supporting staff will access:

- My Teach First for programme information, login settings, and single sign-on (SSO)
- Brightspace (by D2L) the Learning Management System (LMS), containing modules, readings, videos, assignments, and quizzes

MANDATORY ACTION: IT TEAM CONFIGURATION

The school must send the requirements below to their IT support team and ensure all settings are applied. Incorrect server or security settings can cause issues such as:

- Learning modules not loading correctly
- Progress not being tracked

SUGGESTED EMAIL TO IT SUPPORT:

Dear IT Support,

Certain people at the school require the use of the website Brightspace by D2L for mandatory education programmes or ongoing development. Please ensure the school's server settings are updated to allow the website's functionality.

1. Check and ensure websites are whitelisted from your end: <https://brightspace.com/> and <https://learning.teachfirst.org.uk/>
2. Check and ensure the following domains are allowed through firewalls and proxies. Add these domains to the safelist for HTTP/HTTPS traffic.
 - *.brightspace.com
 - *.d2l.com
 - Learning.teachfirst.org.uk
3. Add these domains to the TLS/SSL Inspection Bypass or Do Not Decrypt policy. A domain allow list alone is not sufficient.
 - 3a. Add these to the HTTPS Inspection Bypass list (NOT just URL filtering):
 - *.brightspace.com
 - *.d2l.com
 - Learning.teachfirst.org.uk

Please confirm once these changes have been applied.

Thank you.

HELP WITH BRIGHTSPACE

Progress tracking issues may also be caused by an active Virtual Private Network (VPN). If users experience this, they should try disabling the VPN.

IT support can contact us directly for further technical assistance. Please provide the following information:

- The school or organisation name and URN or physical address
- The affected user's name, email address, and programme (if known)
- A brief description of the issue
- Any relevant full-screen screenshots

If the issue occurs on a personal device or home network, or they experience another issue, users can contact us and provide:

- Their programme and role
- A brief description of the issue
- A full screenshot of the entire screen, showing the web address, browser in use, and any error messages (on Windows: press Windows + Shift + S, on Mac: press Command + Shift + 3).

DEVICE

Users should avoid accessing My Teach First on a mobile phone or tablet, as the site will not be fully functional. We recommend using a laptop or desktop computer.

EMAIL ADDRESS

Users must use a single email address. Please note that this email address cannot contain an apostrophe, as this character is not recognised by Brightspace and will prevent the creation of a fully functional account.

INTERNET CONNECTION

A stable internet connection is required.

INTERNET BROWSER

A secure internet browser with the latest version of one of the following:

- Apple Safari
- Google Chrome
- Microsoft Edge
- Mozilla Firefox

It's recommended that content blocking browser extensions are also turned off, for example ad blockers. Please view D2L's knowledge page here for further information.

EMAIL SETTINGS

Firewalls can also restrict emails. Schools' and organisations' IT support teams should ensure the following emails are allow-listed or safe-listed:

- my.teachfirst@teachfirst.org.uk
- noreply@mail.learning.teachfirst.org.uk
- noreply@teachfirst.org.uk

In some cases, these email addresses are automatically sent to junk mail as they don't come from a personal mailbox. To avoid these emails potentially getting deleted, all users should add these to their contact lists.

Thank you



www.teachfirst.org.uk/training-programme

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